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ABSTRACT

This publication is one of a series designed to inform and assist those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication is punched so that it may be placed in a binder. Part one of this volume discusses the selection and use of basal texts and instructional aids such as the language laboratory, the flannel board, the overhead projector, and the film. Part two deals with foreign language teachers and their qualifications and education; department chairpersons; and supervisors and their relation to school, administration, community, colleges, professional bodies, instructional programs, and inservice programs. Qualifications for secondary school language teachers are appended. (Author/AM)

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Foreign Languages in Virginia Schools

LEARNING AIDS INSTRUCTIONAL PERSONNEL

Foreign Language Service • Department of Education • Commonwealth of Virginia • Richmond, Va., 23216 • September 1977

Preface

This publication is one of a series designed to provide information and assistance to those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in the preparation of teachers. The complete series serves as a curriculum guide. A list of the titles follows.

The series format offers a number of advantages. It can be used easily and revised as needed to keep the material current. Each publication is punched so that it can be placed in a ring binder. In the future titles may be added, changed, or deleted as needs suggest.

All the publications are of interest to teachers. Number 6, *Notes to the Administrator and Counselor*, is directed specifically to superintendents, supervisors, principals, and guidance counselors.

A few introductory remarks concerning the study of language are in order. A language is a skill, a tool, a humanistic discipline, an art, and a social science. It is the outstanding distinguishing factor between man and animal. People use it to communicate basic human needs and thoughts, to make money, to entertain, and to express emotions.

The rationale for language study has become more comprehensive in recent years. At the core of the rationale is the fact that knowledge of another language permits a person to live in an expanded environment. Today, more than ever before, it increases the flexibility of job seekers, especially when combined with a vocation or profession. And finally, the knowledge of another language leads to a better understanding of self and of one's own culture.

I commend this series of publications to all of those concerned with teaching and learning foreign languages with the hope that their task will be made easier and more successful.

Helen P. Warriner
Supervisor of Foreign Languages

Foreign Languages in Virginia Schools

Publications in the Series

1. Philosophy and Objectives/What is Language/ The Language Learner
2. Teaching a Language
3. Testing and Evaluation
4. Individualizing Instruction
5. Learning Aids/Instructional Personnel
6. Curricular Components/Notes to the Administrator and Counselor
7. Career Education and Foreign Languages/Enriching and Explaining the Foreign Language Program

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Learning Aids

INTRODUCTION

Any individual who is directly involved in teaching foreign languages is aware of the quantity of learning aids and materials available to the teacher. For materials to be most effective and properly integrated into the language program, course objectives first must be defined and must be sufficiently flexible to accommodate individual needs, differences, ages, and interests of the students. Proper consideration also must be given to the methodological practices advocated in attaining the objectives.

THE SELECTION OF BASAL TEXTS

Latin

Latin textbooks should be oriented and directed toward a contrastive linguistic analysis with respect to sound, grammar, vocabulary, and culture. Particular emphasis should be placed on Latin literature and on contributions of the Graeco-Roman civilization to Western culture.

The texts should:

- Emphasize Latin as a language rather than present it as a set of rules.
- Contain material that reminds students that Latin was once a spoken tongue and that reinforces learning through the oral-aural skills.
- Present structural items, vocabulary, reading, and writing in a limited but gradual and progressive manner.
- Present sufficient reading, writing, and structural drills, including oral drills, to provide for individual needs and differentiated assignments.
- Present explanations of grammar in direct, clear, and understandable terms.
- Provide reading material which reinforces the grammar being studied.
- Give extensive treatment to Latin word formation, English derivatives, and well-known Latin phrases.
- Incorporate culture as a manifestation of the people's beliefs, traditions, and way of life.
- Compare and contrast historical and cultural situations with contemporary life and thought.
- Present a variety of authentic literary selections with minimum adaptation.
- Include literary selections from post-classical as well as classical authors.
- Provide information concerning the lives of the authors being studied and pertinent help for the appreciation of Latin literature.
- Include frequent annotations explaining historical and literary material presented, i.e., rhetorical devices and metrical analysis.
- Provide for frequent and systematic reinforcement of review materials.
- Be correlated with accompanying tapes and visual materials.

Modern Languages

Textbooks in modern foreign languages should reflect changes in the field during the past several years. Consistent application of contrastive techniques and flexibility of format are two characteristics that should be given primary consideration. Language should be presented as a living, changing communication system rather than as a set of inviolable rules.

The texts should:

- Present language as a four-skill system of communication, emphasizing adequately listening, speaking, reading, and writing.
- Integrate language and culture as a complete system of communication setting forth the speaker's beliefs, traditions, and ways of life.
- Treat current as well as historical information of the countries or geographic areas whose language is being studied.
- Emphasize use of the language through the development of language habits, rather than through academic problem-solving and memorization of sets of rules.
- Present a linguistic contrast of the second language and the native language.
- Limit material to be memorized to manageable lengths.
- Provide a variety of pattern drill exercises.
- Introduce more recognition vocabulary than production vocabulary.
- Avoid direct analytical translation.

- Provide for increment learning in which structural items and vocabulary are presented in a limited but gradual manner.
- Reinforce, through reading and writing, material learned orally.
- Provide for frequent reinforcement of all review material.
- Provide for teaching and testing in the second language.
- Provide for the acquisition of authentic pronunciation habits by means of drills and other opportunities for frequent practice.
- Present a variety of reading materials.
- Provide for differentiated assignments and varied patterns of instruction.
- Be correlated with tapes and visual materials.
- Fit compatibly into a sequence of instruction, preferably four years.

General

Textbooks for modern languages and Latin should emphasize the function and aspects of language relevant to the course objectives, provide for frequent and systematic reinforcement of review material, and be accompanied by a teacher's manual, either separately or as part of the teacher's edition. The manual should include:

- A linguistic description of the foreign language.
- A variety of classroom techniques and suggestions for presenting material.
- Suggestions for implementing the testing program.

THE USE OF TEXTS

The primary purpose of the textbook is to serve as an instructional guide for the teacher and for learning by the students. It is influential in the area of both content and methodology.

The textbook should not be allowed to dominate classroom activities. If the text is kept open much of the time, students learn to depend on it psychologically and linguistically. Language usage is therefore not likely to be either applied or practical. Boredom is almost inevitable. Students also tend to develop the notion that the language they are studying is artificial, existing only between the covers of a book, and for academic purposes rather than as a dynamic means of communication.

That pitfall can be avoided if the teacher keeps the text closed and out of sight as much as possible from the beginning of the students' language learning experience. Much of the textbook material should be manipulated, adapted, and localized to suit the local classroom environment. If the dialogue deals with sports the teacher can use that material to lead a discussion of sports in the school.

At the beginning of the first year it is difficult to deter students from the temptation to open the book, even when the teacher gives instructions not to use it. This is usually prevented by having them put all books, paper, and pencils under the desk, unless those items are required for the activity. The book should be open only when the students need to read or write from it and when they are comfortable orally with the vocabulary and structure contained in the lesson.

No longer is one text from a series necessarily equated to a year of instruction. In fact, the first two levels of most series are adequate for three years, or almost three years, of work. If a third-year book is available it is moved to the fourth year. Such usage is common practice in classrooms today. It leads to greater mastery in learning and can be supplemented with other activities to enrich the program. It does not lead to problems for students entering college.

It is desirable that the recommended scheduling of the use of a textbook series be considered at the time it is selected. Additional copies of the first-year book are usually required for first- and second-year students during the period of overlap at the beginning of the year.

TEXT-COORDINATED MATERIALS

Most text-coordinated materials available to accompany foreign language books, including Latin texts, are important acquisitions. Tapes are as necessary to the foreign language classroom as chemicals are to the chemistry course. The fact that some teachers are native speakers does not dispense with the need for tapes which provide practice in structure as well as pronunciation. Furthermore, they discipline the students to a rapidity of response which is difficult for the teacher to regulate other than by electronic means.

Good workbooks now accompany many texts, and many teachers choose to use them. In most cases the workbooks include drill material. One classroom set, however, often suffices for all of the students to whom they are applicable.

Filmstrips, testing materials, charts, posters, flash cards, flannel boards, and other text-related items are marketed by many companies and their use should be given serious consideration. Teachers need to exercise critical judgment in purchasing those materials, but, generally, they can be assured of more effective teaching aids than were available a few years ago.

THE USE OF MATERIALS FOR THE READING SKILLS

Most teachers from time to time select reading materials that are not part of a series. Several principles should be followed in making such choices.

Obviously, the interests of the students and the objectives of the course should be considered. It is important that students not be required to read materials that are too difficult for them. If they have to look up more than a dozen vocabulary words per page, they are perhaps engaged in more of an intellectual exercise than they are in reading. The new vocabulary and idiom load should be kept very light, and the structure and style should be sufficiently familiar to enable students to read and understand the material with ease. It is preferred that they read with ease rather than be overwhelmed by material that is beyond their reach except through tedious struggle.

THE LANGUAGE LABORATORY

The language laboratory, consisting of booths arranged in rows, is almost never installed in the high school classroom today. As a result, some people erroneously believe that it is no longer used in foreign language instruction. The basic functions of the laboratory are more in evidence in foreign language programs today than ever before, but they are not so obvious. Almost all teachers have and use tape recorders; some have large quantities of laboratory equipment that they and the students use frequently. It is not uncommon to find several tape recorders, a dozen cassette players, and other equipment such as filmstrip projectors and record players in use simultaneously by students. In addition, study carrels may contain language games, and a carpeted corner might be the setting for a conversation group. In such instances, the entire classroom becomes a laboratory.

The electronic classroom also is very popular. The arrangement most preferred by teachers at the secondary school level is the overhead installation. In some schools, audio-active headsets are stored at ceiling level and are lowered for student use on booms which are controlled by the teacher.

Wireless laboratories should be considered only if it is possible to monitor students individually without connecting the teacher's headset directly to the student's. If that is not possible, a major function of the laboratory is lost and the cost of installation is disproportionate to the advantages it offers. Storage problems and high replacement costs also make wireless equipment unpopular.

Laboratory experience offers many advantages. Included are:

- The opportunity for students to hear a variety of voices and regional or individual differences in pronunciation and intonation;
- Relief for the teacher's voice and energy by temporarily providing the model for the students;
- The maintenance of a predetermined pace for student responses;
- The opportunity for teachers to practice and improve their own listening and speaking skills;
- The opportunity for increased participation for students;
- The opportunity for evaluating and correcting the performance of individual students without disrupting others;
- The provision of equal listening conditions for all students;
- A reassuring sense of privacy and a reduction of students' inhibitions.

Except for use in individualized instruction new material should not be presented via electronic equipment. The teacher should assume the role and use the laboratory or tape recorder as a reinforcement or drill activity. Laboratory practice should be a direct outgrowth or extension of teacher-directed activity.

The length of time students can be engaged productively in laboratory work varies with individuals and with the kind of activity in which they are involved. It is safe to say, however, that for group practice students can rarely concentrate on this kind of activity for more than 10 minutes at a time. Even then, a short break in the middle of the period during which the headsets are removed is advisable.

A number of schools still possess laboratories constructed of rows of student booths. Groups should be assigned to them only for laboratory drill sessions, for the partitions make visual and non-electronic oral communication difficult. Classes should not be housed in them on a regular basis for basic instruction. If circumstances necessitate the use of the laboratory for general purposes, the front and side partitions should usually be removed to make the room more versatile.

The purchase of laboratory facilities entails a substantial investment. Several guidelines should be followed in making the decision to buy the equipment:

- Be sure that the warranty is thoroughly understood;
- Provide for prompt preventive and corrective maintenance, either by technicians in the school system or commercial concerns which are readily accessible;
- Get references from other schools that have been using the equipment for one or more years;
- Have a local technician, electronics instructor, or other specialist participate in making the choice;
- Make certain that the desired features and services are provided.

OTHER EQUIPMENT AND MATERIALS

The foreign language classroom should be decorated so that it is easily identified with the language taught in it. Pictures, posters, maps, student projects, bulletin boards, and other items can be used to good advantage for environmental and instructional purposes, or both. With the guidance of the teacher, students should have some responsibility for planning and maintaining displays.

The flannel board, a popular teaching aid in elementary school classrooms, also is effective in the foreign language classroom. A flannel board can be made inexpensively by simply hanging a piece of flannel on the wall. By stretching the flannel over a piece of plywood, stiff cardboard, or similar material, it becomes easier to work with and more portable. Pictures or drawings will stick to the flannel board if a small piece of felt, fine sandpaper, or other abrasive material is attached to the back of it.

A picture file also is valuable to the foreign language teacher. Items can be clipped from magazines and other sources, catalogued, and used as needed to illustrate dialogues and for other purposes.

The clay-lift process can be used to convert some color pictures to transparencies for use on an overhead projector. The following are the steps used in this process:

1. Test the picture selected to see if the ink has a clay base. Rub a moist finger over a small area of the picture; if a chalky residue rubs off, the picture is suitable for the process. If this does not occur a transparency cannot be made from the picture.
2. Use transparent contact paper or similar material for the transparency; remove the backing.
3. Cut the film to the size of the picture or to a size slightly larger (to be trimmed after the process is complete).
4. Place the paper, adhesive side down, onto the picture. (It is easier for some to place the picture onto the contact paper.)
5. Press the film down firmly to remove bubbles and insure complete adhesion. A tongue depressor, short ruler, or some other straight-edge object is helpful.
6. Soak the film and picture for a few minutes in a flat pan of water containing a small amount of detergent or wetting agent.
7. Test a corner of the picture to see if it is ready to be peeled away from the contact paper, leaving the picture on the film. Dispose of the paper.
8. After the film has dried, spray it lightly with clear plastic. Several coats are preferable to one thick coat. This protects and increases the transparency of the image.
9. Mount the transparency into a frame such as an old file folder, if desired.[1]

The overhead projector is particularly helpful because the teacher can face the class while using it, materials can be prepared in advance or on the spot, students' attention can be focused on specific items, it is almost maintenance free, and it does not have to be used in a dark room. Some copying machines will convert printed material to transparencies for use with an overhead projector.

The film or motion picture, if carefully chosen and presented, effectively holds the attention of the class and increases the sense of reality. The teacher must:

- Know what films are available and how to obtain them;
- Select films that are educationally worthwhile and well-coordinated with regular classroom instruction;
- Know how to operate the projector or have someone present who has the necessary skill and knowledge to do it;
- Review the film for quality, suitability, and content;
- Inform students, in advance, of the theme of the film and introduce drill and usage of new vocabulary that might be encountered in it;
- Prepare questions to guide viewing and comprehension;
- Use film text, if suitable, for language mastery drills;
- Follow up the film with questions and a discussion of the contents.

Recordings, slides, filmstrips, and games are other invaluable teaching aids. Some teachers also are using the videotape recorder in the foreign language classroom. Used with creativity and imagination, the videotape recorder permits students to be writers, directors, actors, and viewers.

Care must be exercised in the use of aids or teaching materials to make certain that they contribute to, rather than distract from, instruction. Teaching materials, like any other aspect of instruction, need to be kept in perspective in relation to daily lesson plans and long-range objectives of the class. It is easy, for example, to allow games to occupy too prominent a role in instruction, to the detriment of learning. Visual material can be used so extensively that students come to rely upon it and have difficulty performing without it.

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[1] The instructions for this process are adapted from those provided by Professor William E. DeLorenzo of the University of Maryland.

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Instructional Personnel

THE FOREIGN LANGUAGE TEACHER

The teacher is the key to what occurs in the classroom. No matter how much technology invades the classroom, the teacher always will have the principal role in instruction.

The role of the foreign language teacher has changed considerably during the past 15 years, and it continues to change. The teacher today is less a conveyor of knowledge and more a facilitator of learning. He or she may not be on center stage but is always in the wings, directing students in activities that lead to the acquisition of skill in another language.

The teacher's job is becoming more and more challenging. Emphasis on the four skills of communication; increasing awareness of the importance of teaching culture; encouraging all students, not just the intellectually gifted, to enroll in foreign language classes; and the realization that students learn at different rates and in different ways demand teachers who not only are competent in the language they teach but who also are sensitive to the needs and interests of every student.

The new demands of language teaching necessitate a better-trained teacher—a professional in every sense of the word. Local school administrators, state departments of education, and college language faculties all share responsibilities for preparing this professional.

The new demands also underscore the teacher's responsibility to be constantly receptive to change, growth, and development. Preservice, or undergraduate training, is highly significant, but it is not a terminal stage in the teacher's preparation; in fact, it is no more than the initial step. Experience in the classroom, contacts with fellow professionals, new insights into the process of language learning, reading, advanced study, travel, and many other factors make the teacher a constantly changing individual. It is the implicit responsibility of the teacher to remain alert and to take advantage of opportunities for personal development.

QUALIFICATIONS OF THE TEACHER

General

In addition to language proficiency a good foreign language teacher should possess:

- A genuine interest in people;
- Patience, understanding, sympathy, and warmth;
- Understanding that not all students learn in the same way or at the same rate;
- Wisdom to teach on a level that challenges students, but does not exceed their capacity to comprehend and assimilate;
- Vivacity and energy;
- Creativity and imagination;
- Ability to organize and plan;
- Knowledge of and insight into the culture of the people whose language is being taught;
- Ability to apply fundamental linguistic principles to the teaching of a language;
- Commitment to the belief that language is a component of basic education and understanding of the role language plays in the education of an individual;
- Enthusiasm for the profession and the subject;
- Willingness to teach any student who shows interest in learning a language;
- Ability to orient students to the goals and purposes of the course;
- Pride in the success of every student, regardless of ability;
- Ability and willingness to serve as a public relations person for languages among students, colleagues, parents, and the public.

Specific

Modern Foreign Languages

This guide subscribes to the "Qualifications for Secondary School Teachers of Modern Foreign Languages" set forth by the Modern Language Association of America. See Appendix A.

The *Modern Language Journal* of October, 1966 provides a full and comprehensive guide to the attainment of these qualifications. It is an indispensable handbook for foreign language and education

departments of colleges and universities and for all foreign language teachers.[1]

Latin

Recommended qualifications for Latin teachers are presented in a tentative report submitted by a committee of the Classical Association of the Middle West and South. Those qualifications, "Areas and Content of Competence," are found in Appendix B.

CONTINUING EDUCATION

The professional teacher continues to be a student by taking advantage of every available opportunity to learn. It is vitally important that the foreign language teacher not become complacent or stagnant in attitude or methodology.

There are many opportunities for professional growth available to the foreign language teacher today. Among them are:

- Excellent professional journals and references;
- Regional methodology and language development workshops for teachers;
- Opportunities for travel;
- National, state, and regional conferences on language teaching;
- Foreign language specialists to provide administrative and consultative services;
- Opportunities to work with and learn from other foreign language teachers.

While foreign language teachers constantly should seek ways to improve themselves professionally, it must be remembered that they are no more superhuman than the administrators for whom they work or the students they teach. One of the major obstacles for many teachers who want to learn by availing themselves of inservice opportunities is lack of time.

Local school divisions are encouraged to provide leadership for the profession by making available appropriate inservice opportunities for language teachers. Suggestions that should be considered in planning effective inservice programs include the following:

- Establish a definite plan and framework for the inservice program;
- Allot a certain number of days annually for each teacher to attend conferences and to observe outstanding teachers or special programs;
- Provide a professional library within the school for language teachers. (If the complete library must be shared by several schools, the basic listings should be duplicated in individual schools.)
- Provide practical workshops dealing with the kinds of problems faced by foreign language teachers in the classroom. Such workshops may be conducted by outstanding, well-informed teachers within the school system or by speakers and leaders brought in from other areas;
- Assign teachers the responsibility for developing their own inservice programs;
- Encourage teachers to take advantage of appropriate opportunities for self-improvement and offer compensation for their efforts;
- Urge teachers to attend instructional conferences in foreign languages and provide, if possible, financial assistance for travel and lodging;

THE DEPARTMENT CHAIRPERSON

One qualified person should be designated to provide unity and leadership for foreign language teachers, to promote the concept of working together to achieve common objectives, and to serve in a liaison capacity between instructional personnel and the administrative staff. Duties of the department head may include responsibilities such as:

- Providing supervisory and consultative services for teachers in the department;
- Providing leadership in planning and developing the inservice program;
- Orienting new teachers to all phases of the foreign language program, including the use of materials and operation of electronic equipment;
- Serving on faculty curriculum committees;
- Assisting in the assignment of student teachers;
- Preparing orders for materials and equipment;
- Assigning and distributing materials and equipment;
- Supervising the use of the language laboratory by department members;
- Attending and participating in all inservice meetings for foreign language personnel;
- Participating in supervisors' or chairpersons' meetings designed to coordinate and provide leadership for the foreign language program in the school division.

THE FOREIGN LANGUAGE SUPERVISOR

Many of the improvements in foreign language instruction are attributable directly to the efforts

[1] Compiled by F. André Paquette, "Guidelines for Teacher Education Programs in Modern Foreign Languages: An Exposition," *The Modern Language Journal*, Vol. L, No. 6 (October, 1966).

of the foreign language supervisor. All teachers, regardless of the size of the school system, can benefit from permanent consultative and supervisory services provided by a capable foreign language specialist.

The duties of the language supervisor in relation to specific areas and personnel include the following:

I. The Supervisor and the Schools

A. The Principals

The Supervisor:

1. Keeps the principal informed about all aspects of the language program in the school and the system;
2. Assists in selecting the department chairperson;
3. Assists in placing and evaluating student teachers;
4. Assists in analyzing problems and evaluating results.

B. The Guidance Counselors

The supervisor:

1. Keeps the counselors informed about the objectives and nature of foreign language study, all aspects of the program within the school and throughout the system, and careers requiring knowledge of languages;
2. Solicits statistical data and information about student attitudes towards the foreign language program;
3. Assists with public relations activities for foreign languages;
4. Stimulates and facilitates communication between counselors and foreign language teachers.

C. The Department Chairpersons

The supervisor:

1. Appoints department chairpersons to serve on system-wide advisory or planning committees for the foreign language program;
2. Uses chairpersons for liaisons with teachers;
3. Stimulates, develops, and uses the leadership capabilities of the chairpersons to improve foreign language instruction.

D. The Teachers

The supervisor:

1. Provides leadership for the teachers;
2. Fosters mutual respect and trust;
3. Builds morale;
4. Supplies information regarding developments in foreign language programs and instruction;
5. Assists in solving teaching problems and in promoting professional growth;
6. Provides opportunities for inservice education;
7. Provides demonstration teaching;
8. Encourages continuing education;
9. Represents the teachers to the administrative staff;
10. Maintains a supply of teaching materials and equipment;
11. Establishes a system to take care of repairs for equipment;
12. Assembles a professional library;
13. Encourages participation in professional groups and activities;
14. Observes classes in order to help and to learn;
15. Assists in lesson planning

II. The Supervisor and the Central Administrative Staff

The supervisor:

A. Assists the central administrative staff in developing the budget;
B. Helps employ foreign language teachers by conducting personal interviews with each candidate to assess language and language-teaching proficiency;
C. Assumes an advisory role in the evaluation of teachers;
D. Cooperates with all staff members in designing the total educational program;
E. Supervises the acquisition of textbooks, equipment, and materials.

III. The Supervisor and the Community

The supervisor:

A. Keeps the community informed as to
   1. The language offerings;
   2. The objectives and nature of the program;
   3. Changes which might provoke questions or cause misunderstandings;
   4. The grading system;
   5. The role of the textbook;
   6. Homework procedures;
   7. Progress made in the program.

B. Enlists parents' assistance in establishing study habits and encouraging the student;
C. Uses a variety of means of communication;
   1. PTA meetings;
   2. Form letters;

3. Informal contacts;
4. News articles and releases;
5. Adult education foreign language classes;
6. Demonstration classes;
7. Invitations to observe the program.

IV. The Supervisor and the Colleges

The supervisor:

A. Is knowledgeable concerning college language entrance requirements or recommendations, expected performance of students, use of placement systems or tests, offerings, and training programs provided for teachers;
B. Demonstrates a spirit of cooperation;
C. Assumes leadership for enhancing communication between schools and colleges;
D. Assists in the placement and evaluation of student teachers.

V. The Supervisor and the Foreign Language Profession

The supervisor:

A. Cooperates with all groups within the profession;
B. Reads professional journals and instructional publications;
C. Contributes time and energy to professional organizations;
D. Utilizes the services and information provided by various professional groups.

VI. The Supervisor and the Instructional Program

The supervisor:

A. Stimulates curriculum development or suggests changes;
B. Organizes and coordinates a systemwide foreign language program;
C. Has up-to-date information on research, makes results available to staff and teachers, and helps determine applicability to program;
D. Conducts research to analyze problems and seek solutions;
E. Evaluates results of instruction.

VII. The Supervisor and the Inservice Program

A. Pre-school
The supervisor:

1. Informs new teachers concerning
   a. The language program, its philosophy, objectives, and organization;
   b. The language class, its methods, texts, instructional aids, testing, and grading;
   c. The operation, maintenance, and repair of the language laboratory;
   d. Procurement of materials;
   e. Roles of all instructional, supervisory, and administrative personnel who have responsibility for the language program.
2. Reviews for the returning teacher any changes or new developments in the program.

B. During the School Term
The supervisor:

1. Sponsors or conducts workshops and meetings;
   a. Selects specific, manageable, and relevant topics;
   b. Asks teachers to assist in planning and conducting meetings;
   c. Brings in consultants, leaders, or speakers.
2. Encourages and sets up inter-school and intra-school visits among teachers.

C. End of School Term
The supervisor:

1. Analyzes and evaluates the language program and instruction;
2. Plans inservice programs for summer and for the following year in accordance with needs.

D. Summer
The supervisor:

1. Sponsors or conducts workshops on methodology or curriculum development;
2. Stimulates advanced or remedial study and travel abroad.

CONCLUSION

Foreign language teachers, like their colleagues in other subject areas, have a responsibility to their students and to the public to make their program as viable and effective as possible. Professional involvement in resources and activities which keep them informed and alert is necessary if this objective is to be realized. Inservice education, professional reading, and participation in relevant national and state language-oriented professional organizations assist them in being effective foreign language educators.

APPENDICES

Appendix A—Qualifications for Secondary School Teachers of Modern Foreign Languages*

Competence	Superior	Good	Minimal
Listening Comprehension	Ability to follow closely and with ease all types of standard speech such as rapid or group conversation and mechanically transmitted speech.	Ability to understand conversation of normal tempo, lectures, and news broadcasts.	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.	Ability to read aloud and to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native.
Reading	Ability to read almost as easily as in English material of considerable difficulty.	Ability to read with immediate comprehension prose and verse of average difficulty and mature content.	Ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics.	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language.	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English.
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.	An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own.

Continued

* *PMLA (Publications of the Modern Language Association of America)*, Vol. LXXVII, No. 4, Part 2 (September, 1962), pp. 31-37.

Appendix A- Continued

Competence	Superior	Good	Minimal
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook and the ability to experiment with and evaluate new methods and techniques.	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching.	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.

Appendix B—Areas and Content of Competence [for Latin Teachers]*

Pronunciation

Minimal: The ability to read texts aloud according to our best evidence for classical Latin pronunciation.

Superior: The ability to read Latin authors aloud with comprehension and appropriate rhythm and phrasing, heeding principles of audible linguistic change: restored classical Latin for Golden Age literature; Italian pronunciation for medieval and late Latin.

Reading

Minimal:
1. Idiomatic English control of basic classical Latin vocabulary and idiom.
2. Intimacy with characteristic styles of Caesar (*Bellum Gallicun*), Cicero (*Orations*), and Vergil (*Aeneid*) or such authors as may be agreed upon as a basic core for the first two years of Latin.

Superior:
1. Familiarity with Cicero's style in essays and letters.
2. Acquaintance with Sallust, Livy, and Lucretius: the first two for style, the last for content.
3. Acquaintance with the major Augustan poets (Horace, Ovid, Tibullus, Propertius) as well as their predecessor Catullus, "acquaintance" to include metrics, sources, interrelationships.
4. Some familiarity with the *Eclogues* and *Georgics*.
5. Some knowldege of Tacitus and Juvenal.

Writing

Minimal:
1. The ability to translate simple sentences from English into Latin, using correct grammatical forms and some attention to style in the manner of Cicero.
2. The ability to use correctly the basic Latin structures of case and mood.

Superior:
1. The ability to translate continuous paragraphs into idiomatic Latin, presupposing a real familiarity with a good textbook of Latin prose composition.
2. Ultimately, the ability to compose letters, speeches, or essays in the style of Ciceronian Latin.

Linguistics

Minimal:
1. An elementary knowledge of general linguistics.
2. Some acquaintance with historical and comparative Greek and Latin grammar or certainly English and Latin grammar.
3. At least one year of Greek.

Superior:
1. The equivalent of a year's study in historical and comparative Greek and Latin grammar.
2. A minor or second major in Greek.

Classical Civilization

Minimal:
1. Roman history, at least from the founding of the city through the Augustan age.
2. Early Greek and Roman legends: of the Trojan War, of the Argonauts, of early Roman heroes.
3. Topography of Greece, Athens, Crete, Delphi, Italy, Rome.
4. Archaeological discoveries and their contributions to the continually grow-

* James A. Hitt, chairman, a committee of the Classical Association of the Middle West and South, "Standards for the Training of Latin Teachers," *The Classical Journal* (May, 1967), pp. 344-345.

ing knowledge of early Rome, Pompeii, Troy, Crete, and Mycenaean Greece.

5. The major accomplishment of the Greeks and Romans in literature, art, architecture, and engineering.
6. Roman private and public life; houses, dress, ornaments, amusements, customs; public duties, court procedures, governmental agencies and operations.
7. Roman military organization, tactics, ranks, dress, equipment, and camp construction.
8. Greek and Roman mythology.

Superior:
1. The influence of Greek and Roman myth upon art and literature throughout the ages and its inspiration in the creation of specific works of literature or art.
2. The specific contributions to the world of archaeology of such individuals as Schliemann, Blegen, Evans, and Maiuri.
3. Greek and Roman religious and philosophical thought.
4. Ultimately, a broader and deeper experience of all areas of scholarship relating to Greek and Roman life, history, literature, art, architecture, and archaeology needed as background for the enriched teaching of the various levels of Latin instruction in the secondary school. It would be assumed that part of this competence would be derived from study and travel abroad, from continuing personal scholarship, and acquaintance with current publications on classical subjects.

Professional Awareness

Minimal:
1. Participation in professional classical organizations.
2. An understanding of the present-day emphases in teaching of the classics.
3. Instruction in the methods of teaching Latin under the auspices of a college classics department.
4. Six hours of practice teaching under the supervision of a qualified secondary school Latin teacher.
5. The ability to evaluate and use teaching materials, methods, and techniques with enthusiasm, imagination, and effectiveness.

Superior: Knowledge of and contribution to the professional literature of classical studies and teaching problems in Latin.

Appendix C—Professional Organizations

The American Council on the Teaching of Foreign Languages
2 Park Avenue
New York, New York 10016

The Classical Association of the Middle West and South
The American Classical League
Miami University
Oxford, Ohio 45056

The American Association of Teachers of French
Dr. F. W. Nachtmann
Executive Secretary
59 East Armory Avenue
Champaigne, Ill. 61820

The American Association of Teachers of German
339 Walnut Street
Philadelphia, Penn. 19106

The American Association of Teachers of Italian
Dr. Joseph E. Laggini
Executive Secretary, Treasurer
Rutgers University
New Brunswick, N.J. 08903

The American Association of Teachers of Slavic and East European Languages
Joe Malik, Jr.
Executive Secretary-Treasurer
University of Arizona
Tucson, Arizona 85721

The American Association of Teachers of Spanish and Portuguese
Richard Klein
Secretary-Treasurer
Holy Cross College
Worchester, Massachusetts 01610

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